

## The Implementation of Think Talk Write (TTW) using Digital Media Online to Improve Writing Short Story

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### ABSTRAK

Penelitian ini menjelaskan tentang pelaksanaan Think Talk Write (TTW) dengan menggunakan Media Digital Online untuk meningkatkan kemampuan menulis cerpen. Metode penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas dengan melibatkan siswa kelas X3 SMA Negeri 5 Semarang. Penelitian ini dilaksanakan selama dua bulan yaitu bulan April sampai Mei selama dua siklus dan pada setiap siklus dilaksanakan dua kali pertemuan. Hasil penelitian dengan menggunakan Media Digital Online dalam menulis cerpen dengan strategi Think Talk Write menunjukkan bahwa penggunaan Wattpad memberikan dampak positif bagi siswa. Media digital online yang digunakan dalam penelitian ini adalah webtoon, wattpad, dan media web series. Model pembelajaran ini mendorong siswa untuk berpikir, berbicara atau dalam hal ini mengemukakan pendapat kemudian kembali berpikir sebelum menuangkan gagasannya ke dalam bentuk tulisan. Berdasarkan hasil penerapan strategi Think Talk Write, siswa merasa antusias mengikuti pembelajaran, siswa aktif berdiskusi dan bergiliran menulis bagian-bagian cerita yang dibuatnya

**Kata kunci:** *Think Talk Write, Media Digital Online, Cerpen*

### ABSTRACT

*This research explained about the implementation of Think Talk Write (TTW) using Digital Media Online to improve writing short story. The research method used in this research is Classroom Action Research where involved the students in the class X3 SMA N 5 Semarang. The research was conducted for two months April to May for two cycles and in each cycle held in two meetings. The results of research using Digital Media Online in writing short stories using the Think Talk Write strategy show that using Wattpad has a positive impact on students. The online digital media used in this study are webtoon, Wattpad, and web series media. This learning model encourages students to think, speak or in this case express an opinion then return think before putting his ideas in written form. Based on the results of implementing the Think Talk Write strategy, students feel enthusiastic about participating in learning, students actively discuss and take turns writing parts of the stories they make.*

**Keywords:** *Think Talk Write, Digital Media Online, Short story*

## 1. INTRODUCTION

In language learning there are four language skills that must be mastered, namely listening, speaking, reading and writing. Of the four language skills, writing is the skill that has the highest-level difficulty compared to the other three skills.

According to Yulandari (2020), writing can be an effective tool for development academic language proficiency as a learner should explore advanced lexical or syntactical expression in their writing. But in practice in the process of learning to write is often encountered that students still experience difficulties in writing, they are not confident in expressing their opinions, and are also afraid of being wrong if what is written does not match the writing structure.

Currently, many online digital media are created with specific functions and purposes. The use of learning media is one of the important things to achieve success in teaching and learning Learning Activities. Digital Media Online which is currently widely accessed as entertainment includes Webtoons, Wattpad, Web-series. Wattpad is an eBook that provides thousands of works that can be read by people who like to read. Wattpad itself, apart from containing a collection of short stories, also provides features that allow users to write stories write and publish their own work. Webtoon is an application that is currently being favored by the public, especially young people. The reason for choosing Webtoon is considered interesting because of its colorful design, attractive animation is also simple. Webtoon itself consists of 2 words, namely Web means website, and toon means cartoon. Which is mean webtoons are comics published via the web and optimized for computer or smartphone screens. Then, the web-series itself

contains a collection of short films aired on the web consisting of several episodes. Today's web-series are much preferred than the series on TV because the stories are interesting, not too long and can be replayed at will. Of the many online digital media, they do not only provide one genre, but many genres to choose from, such as horror, action, romance, adventure, comedy, fantasy, slice of life, and empire.

Short story is one type of genre in literature. Myers in Khaerunnisa (2019) explained that short stories are narratives that have plots manifesting the purpose of short stories into short stories because of the background, characterization, and actions of the characters in the story. Narrative texts are usually made in several types, such as fables (animal stories), myths, legends, fairy tales, science fiction, and short stories. Before writing a short story, one can first read several examples of narrative text in order to understand the pattern of writing. After that, the writer can make his own narrative text by using the examples he has read before as a reference. In general, narrative text has 3 structures that build the writing, namely orientation, complication, and resolution.

In the implementation of the Independent Curriculum, it is hoped that learning is student-centered, one of the ways that can be used is by using the application of innovative learning models. There are various models learning that exists today, one that can be used as an alternative is Think Talk Write (TTW) learning model. This learning model encourages students to think, speak or in this case express an opinion then return think before putting his ideas in written form. In accordance with the opinion of Huda (2013) cited in Febi (2018) which states that the Think Talk Write learning model (TTW) is used to develop fluency in writing and train language before writing. The development process in question will

be carried out in learning process by applying the Think Talk Write (TTW) model contains three elements, namely, (1) Think, namely students read or identify ideas contained in a media, (2) Talk, namely students discussing with group mates, (3) Write, namely students write down the ideas they get from the Think and Talk stage. The Think Talk Write (TTW) learning model is learning models that support students writing in groups, such as the statement of Suminar and Putri (2015) cited in febi (2018) which states that the learning model Think Talk Write (TTW) cooperative type can be a facility for deep students writing because students practice directly together in groups. The purpose of this study was to find out the implementation of Think Talk Write using Digital Media Online to improve writing short story.

### **Think Talk Write (TTW)**

Think-Talk-Write is of learning strategy which is purpose to improve students' understanding ability. It means Think-Talk-Write is techniques which to develop students' idea understanding ability. Huinker and Laughlin cited in Ratna and Giska (2015:02) states that Think-Talk-Write techniques builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. It means that Think-Talk-Write strategy is learning techniques which basically with Think-Talk-Write. This technique has purpose to improve student's ability in writing especially narrative text. Think-Talk-Write is effective to be implemented in teaching writing. The Think Talk Write Learning Model is a type of cooperative learning model. This learning model was first introduced by Frank Lyman et al in 1985 from the University of Maryland. The step-in applying think talk write in learning

Narrative text is, students are given a long story. Then with the group discuss what was told. The students interacted in determining the generic structure, then jointly determined the storyline and wrote a summary of the story on a piece of paper.

At the next meeting, the teacher gave freedom to each group to find the desired online media source. First, the teacher determines a different genre for each group. In practice, students choose to use webtoons, watsapp, and webseries in finding media sources in making short stories. In this case, the teacher applies content differentiation, students are not only fixated on using only one media, but are freed in choosing the media chosen based on the group's agreement.

### **Digital Media Online**

Digital media is media whose content is shaped combined data, text, voice, and various types of images stored in digital format and disseminated through an optical cable-based network 29 broadband, satellite and microwave systems Flew (2008:2-3). The online digital media used in this study are webtoon, Watsapp, and web series media. Webtoon is a web-based comic media that can be accessed via the internet. Watsapp is a website that allows users to read or submit works in the form of articles, short stories, novels, poetry or the like. Web series are short films that air on the internet in several episodes. Each of the online media above provides a variety of genres to choose from, including horror, action, romance, adventure, comedy, fantasy, slice of life, and empire.

### **Short Story Narrative Text**

Short story is one type of genre in literature. Myers [3] explained that short stories are narratives that have plots manifesting the purpose of short stories into short stories because of the

background, characterization, and actions of the characters in the story. Whereas Nicholes [4] argues that writing activities in the literary genre that refer to life narratives have many benefits in enhancing linguistic development, maintaining self-understanding, and inherently interesting. Good stories not only contain interesting ideas and experiences but also contain simple language in a natural context. Wheeler in Yang [5] argues that good stories can attract children's attention, stimulate their imagination, and desire to use language. The explanation above stated that writing short stories has very important benefits in the development of linguistic intelligence and creative imaginary roles for students.

## 2. METHOD

This research is in the form of Classroom Action Research (CAR), which is collaborative research between teachers, researchers and students and other school staff to create better school performance. According to Kunandar [9] in Khaerunnisa, CAR implies that CAR is a form of self-reflection activities carried out by education actors in an educational situation to improve rationality and fairness about: (a) Their educational practices, (b) Their understanding of these practices, and (c) situations where these practices are carried out. The action research model used in this study is: action research model designed by Kemmis & Taggart. The implementation of this activity takes place in 2 cycles with stages, namely: planning, implementation, observation and reflection. According to Tampubolon [10] that the success of the action if the average has reached 75%. If the first cycle has not been successful, then proceed to cycle II. The method of this research is qualitative descriptive research that described the phenomenon that happened in the field. It is supported by

Gay and Airasian (2000:275) says that a descriptive research determines and describes the way things are. Typical descriptive researches are concerned with the assessment of attitudes, opinions, preferences, demographics, and procedures. The researcher involved class X3 at SMA Negeri 5 Semarang academic year 2022/2023 as the subject of the research. During the implementation of PPL 2, the researcher taught 2 classes, namely X3 and X12. Then after consulting with the school's English teacher and the class situation, the researcher chose X3 as participants of this study.

## 3. FINDING AND DISCUSSION

In the initial conditions, the value of writing results possessed by students tend to be low. Students still need many repetitions in writing simple text. Students have yet to be able to capture the contents of the message to be conveyed, conclude, and write to be a text. This is used as a reference to improve students' writing so that better learning processes and results are obtained.

The following is a table of the results of students' writing score in the initial conditions.

**Table 1.** The Students' score of Pre-cycle

Students' Writing Scores in Pre-cycle	
Criteria	Score
The lowest score	50
The highest score	80
Average score	72,83
Beyond the KKM	25 students
Not exceeded the KKM	11 students

The table above shows that highest score is 80, and the lowest score is 50, with an average score is 72,83. Students who exceeded the KKM were only. The students' learning completeness was still far from what was expected. Therefore, as a follow-up to improve writing skills in

short story, the researchers conducted this classroom action research.

The result of writing short story in English subject from class X3 students of SMA 5 Semarang from cycle 1 to cycle 2 show an increase in the results of students' abilities during the learning process by applying think talk write strategy. It can be seen in the student evaluation test data that has been carried out in this study can be seen in the following table:

**Table 2.** Data on Student Evaluation Results Cycles 1 and Cycles 2

Criteria	Cycle I	Cycle II
The lowest score	65	70
The highest score	85	90
Average score	76	78
Beyond the KKM	29 students	31 students
Not exceeded the KKM	7 students	5 students

Based on the research that has been conducted, it is known that the results of the evaluation of writing the students in learning English through Digital Media Online. The average score of students increased from cycle I, 76 to 78 in cycle II. Based on these data, it is known that students who passed the KKM (Minimum Completeness Criteria) in cycle I were 11 out of the total number of students with a percentage of 32%. In cycle II, there was an increase reaching 61% of students who passed the KKM.

## DISCUSSION

The results of research using Digital Media Online in writing short stories using the Think Talk Write strategy show that using Wattpad has a positive impact on students. Students become active in discussing, expressing opinions, and making decisions together in choosing stories to be made. After that, they jointly formulate a story that will be made according to the structure of the short

story narrative text. The students' levels then jointly corrected the group assignments that were made, whether the writing was correct or not, what was the correct sentence structure.

## 4. CONCLUSION

Based on the results of implementing the Think Talk Write strategy, students feel enthusiastic about participating in learning, students actively discuss and take turns writing parts of the stories they make. Before writing a narrative text, students are given time to exchange information and choose the story to be made. Between students in groups briefly tell stories that have been read on online media, then decide together the stories chosen. Students are given the freedom to make storylines when the online media chosen has not told the story to the end. The difference in online digital media that is applied to learning English also simultaneously applies differentiation learning, namely content differentiation. Then also apply learning to the Merdeka curriculum, namely student-centered learning. The teacher's role is as a facilitator for students in carrying out projects that are carried out with their groups.

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